

Grade Seven Unit 1 Entry Level: What is globalization?

Essential Questions:

- Who benefits from globalization?
- When does (or has) globalization go too far?

Suggested Pacing: 5 days



Background: Students in 5th grade made connections to culture and what happens when cultures come together through their study of Native Americans in North America. In 6th grade, students explore colonization’s impact in Africa and the Middle East, exploring boundaries and who draws lines on a map to determine a country’s borders.

Task:

In this task students will explore the concepts of globalization and colonization, first by defining what it means and making connections by analyzing clips from the movie *Avatar*, then through using the knowledge gained to create a story of globalization and colonization. Next, students will debate the question “Is globalization more harmful or beneficial to the world?” Finally, students will examine the relationship between colonization and globalization and how they can impact a region.

Social Studies Skills Introduced Through this Task:

- SS.6-7.HIS.1 Explain how people, events and developments can influence, affect and impact a place or region. (6-8.1, 8.1-2)
- SS.6-7.ECO.1: I can explain economic factors that influence decision making and quality of life. (6-7.1-2, 8.1)
- SS.6-7.INQ.3: I can gather evidence and evaluate sources when developing claims, arguments and explanations. (INQ 6-8.6-9)

Purpose: The purpose of this task is to conceptually understand how colonization changes a place and supplants culture, as well as contributes to globalization.

Throughout this task, pair with myWorld:

Chapter Connections to be used and added as needed

Academic Vocabulary

Colonization
Exploration
Native
Globalism

Globalization
Indigenous People
Dominance
Societies

Getting Started:

Write the word “colonization” on a piece of chart paper and hand each student a sticky note, asking them to draw or write down what the term means to them. Students can draw on their knowledge of colonization from both 5th and 6th grade, when they looked at colonization of North America and colonization of different African, Asian and Middle Eastern countries. When students have their drawing or explanation on their sticky note, invite them to come up and place it around the word. Leave space under the word to craft a definition with students (see picture at right).

Put students in triads to explore the different stickies on the chart paper and come up with a definition for colonization. After a few minutes, call the class together and have each group share their definitions. Using your whiteboard, craft a class definition that comes close to this one: when one group settles into an area or region and takes control of it from the indigenous people.

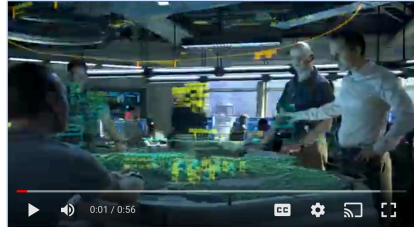
Once you have a definition that you and the class are satisfied with, write it underneath the word - keeping the students' stickies visible - and post it in the room for students to reference throughout the unit.



Making Meaning:

Next, have students use the Social Studies notebooks to write down their thinking and their ideas as they watch three clips from the film Avatar. The first clip explains the significance of the tree to the colonizers, and why cutting it down is important to their quest for natural resources. The second clip shows the effects of colonization on the Navi'i people. The third clip also shows the impact of colonization as the warning about the tree and its imminent destruction is communicated to the Navi'i.

Avatar - Clip 1



How does this clip explain colonization and match your definition?

Each slide contains a question for students to think about as they write down their thoughts and ideas in their Social Studies notebook.

After students have viewed the three clips, go to Slide 4 where students will have a task to perform in small groups. Students should complete the following in their notebooks together:

- Create a story of colonization (in a few sentences).
 - What does it mean?
 - What is its significance?
- Then, what are the causes of colonization?
 - Why do countries engage in colonization, and how do they benefit?
- What are the effects of colonization?
 - How are the colonized countries impacted by colonization, and how are they changed?

When groups have completed the task, have them tell their stories of colonization.

It is perfectly all right for them to take any perspective they choose. For some groups, they might take the perspective of the colonizers - seeing the benefit of resources that are available and their need for that resource. They can also take the perspective of the indigenous people - who must now adapt to people and priorities that have not been present for

them until colonization. It is not a matter of seeing colonization as good or bad, but understanding what causes colonization and what the effects of colonization are on different groups.

After a group shares their story, engage them and the class in a discussion of some of the questions they thought about as they wrote their stories. All groups should have a chance to share their stories.

Once students have shared, photograph their story so that it can be displayed with their definition of colonization. Then, have them on their own consider this question in their journal:

- For whom does colonization offer a benefit? Can people colonizing and people impacted by colonization both find benefit? Why or why not?

Opportunity to Assess Journal Writing

In their Social Studies journals, have students write down their thoughts about the following questions. These prompts can be assessed.

- Create a story of colonization.
- What are the causes of colonization?
- What are the effects of colonization?
- For whom does colonization offer a benefit? Can people colonizing and people impacted by colonization both find benefit? Why or why not?

Investigation:

Students have looked at colonization and seen the teacher model how to use a definition in their exploration of the topic through the film [Avatar](#). Now, students will study some materials about globalization and generate ideas about how two ideas connect.

In small groups, have students explore the resources below for globalization. They should take notes in their Social Studies notebooks and, at the end of their investigation, develop a definition for globalization.

Organizing Questions	Resources to Explore
What is globalization?	<p>Building Background</p> <ul style="list-style-type: none"> • National Geographic <p>Images</p> <ul style="list-style-type: none"> • Political Cartoon • Globe • Globe Cartoon <p>Primary Source</p> <ul style="list-style-type: none"> • Peter Fleming
How might globalization and colonization be connected?	<p>Building Background:</p> <ul style="list-style-type: none"> • Comparing Globalization and Colonization <p>Images:</p> <ul style="list-style-type: none"> • Colonization Cartoon <p>Primary Source</p>

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| | <ul style="list-style-type: none">● Alexander von Humboldt and the electric eel |
|--|---|

Once students have their notes from the two centers, they should use a blank notecard. On one side, they should draw what they believe globalization means. On the other side, they should write a definition of globalization as they see it. This definition should be in their own words, not copied from any of the sources.

When they are done, they should sit in groups of three or four and share their cards and definitions. After they have shared all of their ideas, the group should come up with one definition of globalization that encompasses all of their ideas. The group can write down this definition on a sticky note and place it on a piece of chart paper with the word “globalization” written on it. After all the groups have contributed to the definition, work with the class to combine them all into one definition that mirrors this one: globalization is gaining influence over other cultures and countries. McDonald’s is a great example of this, as you can go anywhere in the world and see a McDonald’s; Americans can continue to consume their culture in another country.

Create/Produce:

Students will apply their knowledge of globalization and colonization to engage in a class debate centered around the question: Is globalization more beneficial or harmful to the world?

Throughout this entry level task students have been asked to analyze the causes and effects of globalization and colonization. They have used their social studies journals to record notes on questions probing the causes and effects of globalization. Students will use their reflection notes from their journals to aid them in their debate.

Students will build upon or off of the arguments and opinions of their peers, using accountable talk to move the debate forward throughout all of the elements of globalization.

Students will turn in a written piece on their argument from their debate.

Communicate/Present:

Students will engage in a debrief of the debate in small groups:

- After engaging in the debate, how has your thinking changed (if at all)?
- What were the arguments and evidence that resonated with you?

Reflection:

In your Social Studies notebooks, reflect on the following questions:

- What is the connection between colonization and globalization?
- How does globalization/colonization impact a region?